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ABSTRACT

This fact book for Mt. San Jacinto College (MSJC) (California) contains institutional and student information presented in charts, graphs, and tables. It is designed to serve as a general reference for the MSJC community. Report highlights include: (1) MSJC has two campuses and more than 30 additional sites, through which it will ultimately provide for 15,000 to 20,000 students; (2) between 1996 and 2000 there was a 54% increase in MSJC's student population, from 7,082 to 10,932; (3) in 1996, 64% of students were white (non-Hispanic), compared with 58% in 2000; (4) Hispanics make up 19% of the district population, but they represent almost 25% of MSJC's student population; (5) 63% of enrolled students are female, compared with 56% females enrolled in community colleges statewide; (6) while the percentage of students under the age of 30 has remained relatively stable, the percentage of students over 50 increased from 6% to 9% between 1996 and 2000--this is the second fastest-growing segment of the student population after Hispanics; (7) approximately 60% of students attend classes during the day, which is less than the statewide rate of 67%; and (8) there are 95 full-time and 358 part-time faculty members. (NB)

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ED 463 004

Mt. San Jacinto College

Fact Book

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Acknowledgement & Sources

The MSJC Factbook contains data presented in charts, graphs, and tables. Designed to serve as a general reference for the MSJC community, it is intentionally kept short – containing basic data regarding the College and its students. The data have been compiled from various resources and, wherever possible, give an evolutionary picture of the college over a five-year span. Information in the College Overview was pulled from the MSJC catalog as well as resources provided by the President's Office and Public Information Office. Student Enrollment information is based on data provided by the Enrollment Management Office, the California Community Colleges Chancellor's Office MIS data warehouse, as well as data contained in our own Datatel/Colleague database. The California Community Colleges Chancellor's Office MIS data warehouse has served as the primary source for Student Characteristics. Personnel information was provided by the Human Resources Office. And the Budget section comes from materials developed by the wonderful people in Business Services. A special note of appreciation to Bernadette Furr for her creation of the graphs and charts. To all who have assisted in gathering this large amount of information, especially the folks in Information Services – THANKS!!!

Updated annually in August, the Factbook may also be found on the MSJC Research Office's website [http://www.msjc.cc.ca.us/research/index.htm]. Also located at that website will be a compendium (as of late Fall 2001). This compendium will include information from the 2000 census, as well as information related to the communities MSJC serves.

Dona Alpert, Ph.D.
Director of Research & Development
Mt. San Jacinto College
August, 2001

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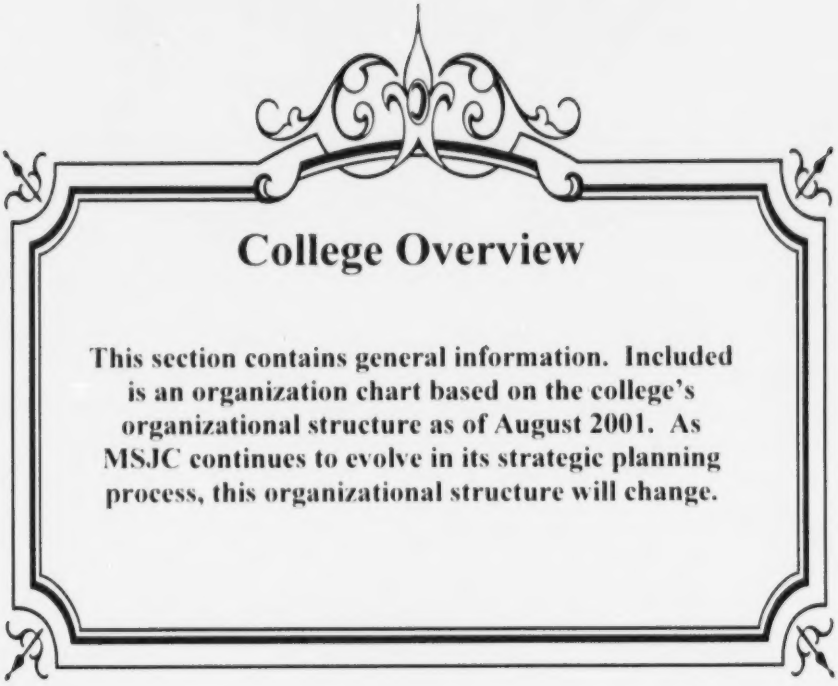

College Overview

This section contains general information. Included is an organization chart based on the college's organizational structure as of August 2001. As MSJC continues to evolve in its strategic planning process, this organizational structure will change.

"The mission of

Mt San Jacinto College

is to provide an excellent,

culturally enriching environment

of academic, career, and lifelong learning

programs, designed to meet the workforce

challenges of a changing world and

to offer equal access for diverse students

to achieve transfer and career goals."

—Approved by the Mt. San Jacinto College Board of Trustees on October 12, 2000

A Brie History

The Mt. San Jacinto Community College District was formed in 1962 by a vote of the citizens in Banning, Beaumont, Hemet and San Jacinto.

The College enrolled its first students in the fall of 1963 and held classes in rented facilities. The San Jacinto campus, which opened in 1965 with two buildings, has grown into a comprehensive college campus serving the needs of students and the community. In 1975, the residents of Temecula, Lake Elsinore, Perris and adjacent areas voted to join the Mt. San Jacinto Community College District, increasing the college's area to the present 1,700 square miles. Although the boundaries have remained stable since 1975, the District has changed dramatically, especially since the 1980's. In recent years, unprecedented population growth has fostered the highest rate of enrollment increase of all 108 community colleges.

In response to this intensive growth, Mt. San Jacinto College (MSJC) opened its Menifee Valley campus in October 1990. By the end of its first year, the Menifee Valley campus had enrolled 2,100 in classes. As of Fall 2001, MSJC is offering courses at its two campuses and more than 30 additional sites throughout the district.

With the rapid growth in enrollments being experienced at both campuses, the District has engaged in extensive planning and development to ensure state-of-the-art learning environments for MSJC students. In the fall of 1993, the Alice P. Cutting Business & Technology Center opened to students with new laboratories for business, computer information science, engineering technologies, electronics and photography. In the fall of 1995, a state-of-the-art music building opened on the San Jacinto Campus. In 2001, major renovations occurred – a new print shop, bookstore, expansion of office space, and the remodel of the cafeteria. Construction was started for a larger childcare center and early childhood development lab.

The master plan for the Menifee Valley campus will ultimately provide for 15,000 to 20,000 students. Construction plans also call for the first phase of a new library facility on this campus. A vast increase in classroom space on the Menifee Valley campus occurred in 1995-1996 with the opening of the Allied Health and Fine Arts buildings. In 2000, the campus acquired eight new classrooms and in the spring of 2001, ground was broken for a childcare center.

As part of a single college, multi-campus district, MSJC faculty and staff from both campuses work together to provide the highest quality curriculum and student services possible. The Board of Trustees, the Superintendent/President, faculty, and staff have made the commitment to provide excellent transfer and occupational education programs and services in a supportive teaching and learning environment. As the College continues to grow in the years ahead, the tradition of building for the future, which began in 1963, will continue to guide Mt. San Jacinto College in its quest for excellence during the 21st century.

HOW WE ARE GOVERNED

The College District

The Mt. San Jacinto Community College District is comprised of eight unified and high school districts: Banning Unified School District, Beaumont Unified School District, Elsinore Unified School District, Hemet Unified School District, Murrieta Valley Unified School District, San Jacinto Unified School District, Perris Union High School District, and Temecula Valley Unified School District. Administrative offices are located in San Jacinto, California.

The College

Mt. San Jacinto College is a single college with campuses in San Jacinto and Menifee. Classes are also offered at locations throughout the District, including Temecula, Banning, and Elsinore.

Educationally, the District has five major functions:

1. To serve those students who wish to transfer to a university of four-year college.
2. To provide occupational education opportunities for those students who desire training for employment.
3. To provide general education on a collegiate level and transitional education at a pre-collegiate level for students who wish to enrich their personal lives and to be of greater service to their family, community and nations..
4. To provide cultural, educational, and recreational services to members of the community.
5. To provide student services including guidance, counseling, placement, and testing to students and prospective students.

Governance by the Board of Trustees

A. Under the provisions of the California Education Code, the Board of Trustees is elected by the voters of the Mt. San Jacinto Community College District.

B. The Superintendent of the District serves as the Secretary to the Board, Authorized Agent of the Board, and President of the College.

C. Five members comprise the Board of Trustees. The District is divided into five trustee areas. A trustee must reside in and be registered to vote in the area he/she represents, and is elected by the registered voters within his/her trustee area.

Where in the world is Mt. San Jacinto College

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Trustee Area 1
Banning
Beaumont
Calimesa
Cherry Valley
Eden Hot Springs
Lakeview
Nuevo
Twin Pines
Cabazon
San Gorgonio
Pine Cove
Idyllwild
Mountain Center
Sage
Pine Meadows
Anza
Lake Riverside
Aguanga

Trustee Area 2
San Jacinto
Sun City
Gilman Hot Springs
Canyon Lake
Romoland
Homeland
Quail Valley

Trustee Area 3
Hemet
Valle Vista
East Hemet
Green Acres
Winchester

Trustee Area 4
Perris
Lake Elsinore
Good Hope
Horsethief Canyon
Sedco Hills
Lakeland Village

Trustee Area 5
Murrieta
Temecula
La Cresta
Tenaja
Santa Rosa
Rancho California
Menifee
Wildomar

MSJC GOVERNANCE 2001

Board of Trustees	Trustee Area	Term Expires
Eugene V. Kadow, President	Trustee Area 1	2003
Ann Motte	Trustee Area 4	2001
Gwendolyn Schlange	Trustee Area 3	2001
Joan F. Sparkman	Trustee Area 5	2003
JoAnna Stuart	Trustee Area 2	2003
Chandra Patterson	Student Trustee	2002

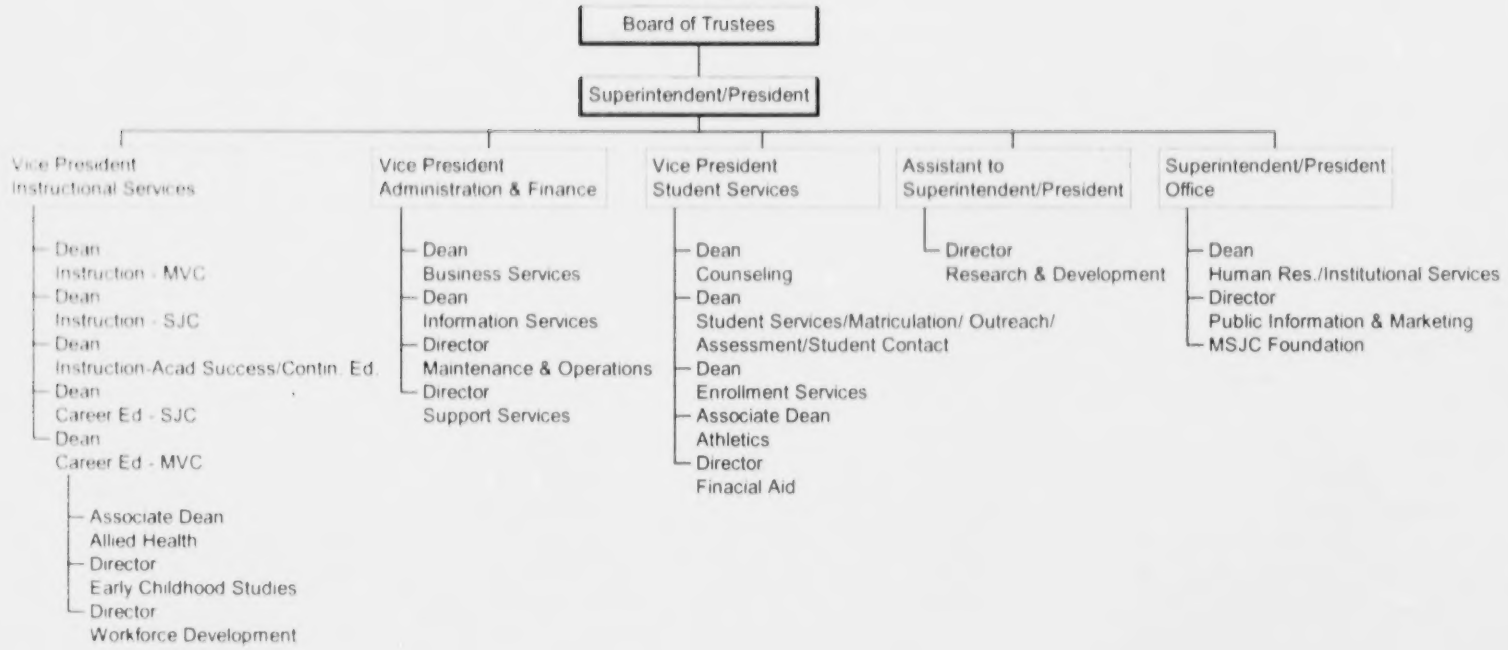
Faculty, Staff, and Student Leadership

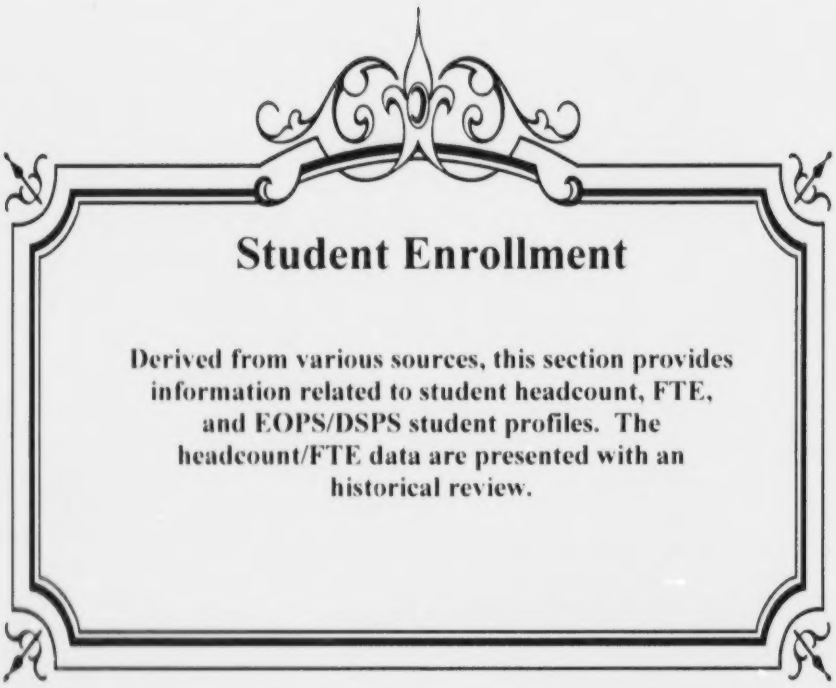
Pat James - President, Academic Senate
Hilda Alexander Ragin - President, Classified Senate
Jose Ochoa, President - Associated Student Body

President's Cabinet

Richard J. Giese - Superintendent and President
Russell Blover - Interim, Assistant to the President
Cordell Briggs - Vice President of Instructional Services
Roger Shultz - Vice President, Student Services
Becky Elam - Vice President of Administration and Finance
Beatrice Ganim - Interim, Dean of Instruction, Menifee Valley Campus
Susan Guarino - Dean, Information Services
Jon Tyler - Dean, Human Resources and Institutional Services
Bill Marchese - Director of Public Information
Donna Wilder - Executive Assistant to the President

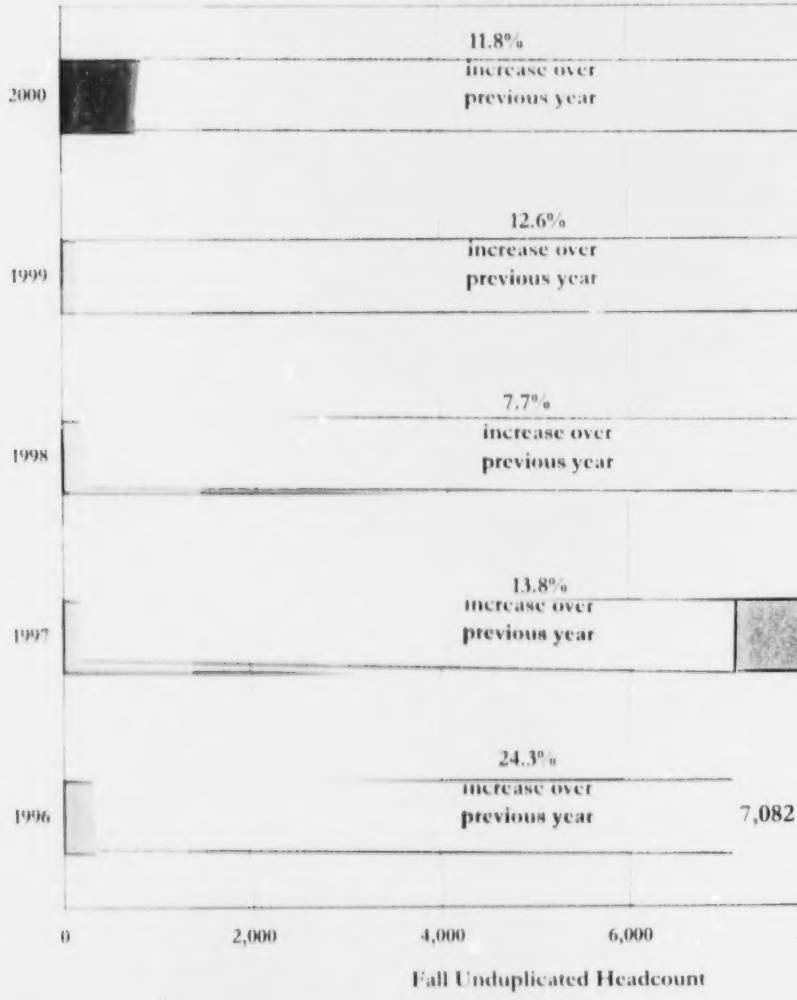
Mt. San Jacinto Community College District
Organization Chart 2001



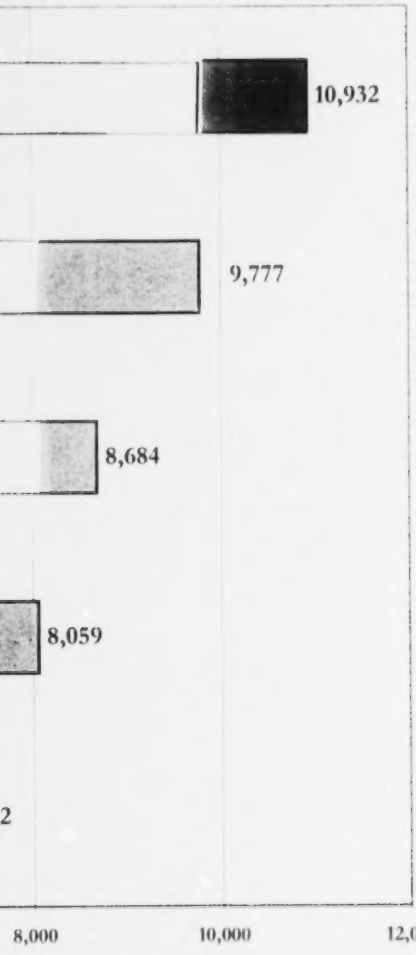


Student Enrollment

Derived from various sources, this section provides information related to student headcount, FTE, and EOPS/DSPS student profiles. The headcount/FTE data are presented with an historical review.


POPULATION EXPLOSIO
11.8%
increase over
previous year
2000
12.6%
increase over
previous year
1999
7.7%
increase over
previous year
1998
13.8%
increase over
previous year
1997
24.3%
increase over
previous year
1996
7,082
0
2,000
4,000
6,000
Fall Unduplicated Headcount

ON



Between 1996 and 2000 there was a 54.4% increase in MSJC's student population. System-wide, there was a 12.7% increase in the community college student population during the same five-year period.

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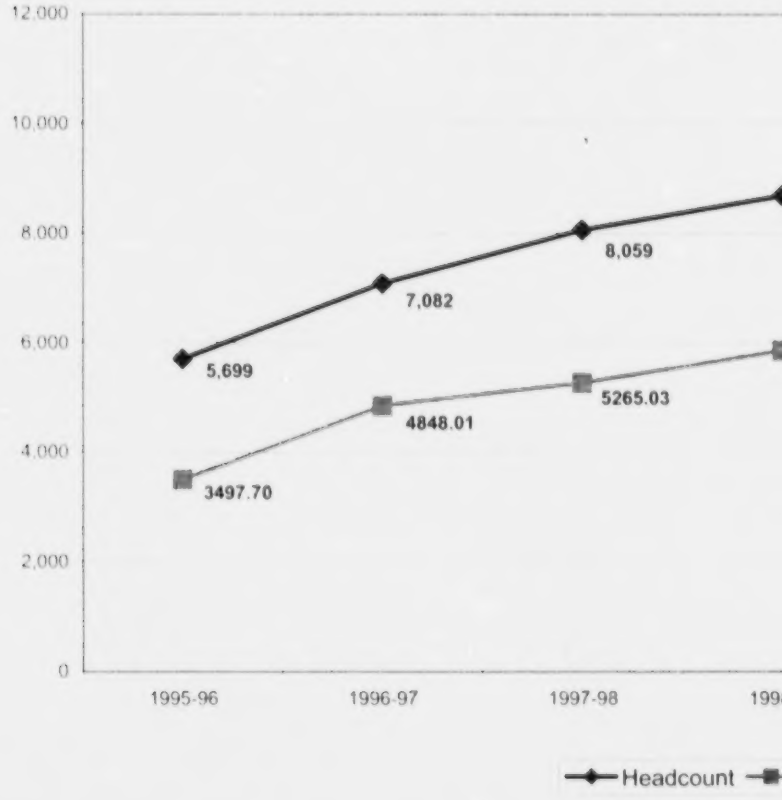
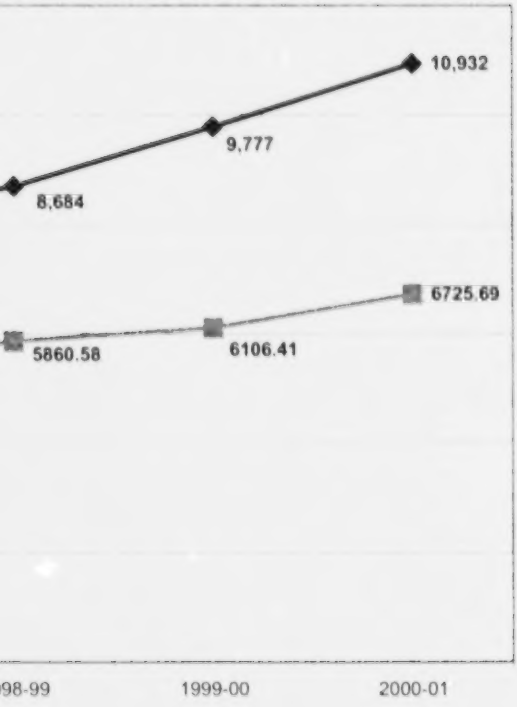
POPULATION EXPLOSION

	1996	1997	1998	1999	2000
Headcount	7,082	8,059	8,684	9,777	10,932
Increase over Previous Year	24.3%	13.8%	7.7%	12.6%	11.8%

Between 1996 and 2000 there was a 54.4% increase in MSJC's student population. System-wide, there was a 12.7% increase in the community college student population during the same five-year period.


Student E
Student Unduplicated
12,000
10,000
8,000
6,000
4,000
2,000
0
5,699
7,082
8,059
3497.70
4848.01
5265.03
1995-96
1996-97
1997-98
Headcount

Enrollment
l Headcount and FTES



There are many different methods of counting students. The two primary methods are unduplicated fall headcount and FTES (Full-Time Equivalent Students).

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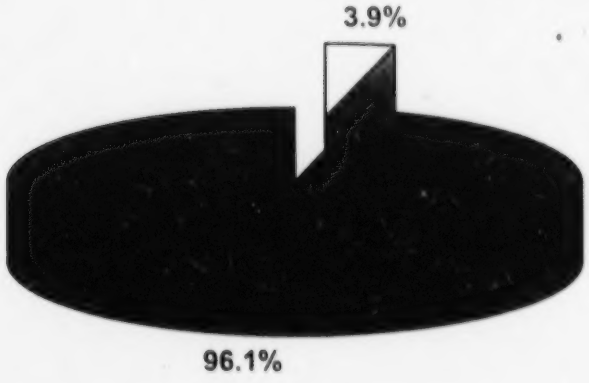
STUDENT ENROLLMENT STUDENT UNDUPLICATED HEADCOUNT AND FTES

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Headcount	5,699	7,082	8,059	8,684	9,777	10,932
FTES	3497.70	4848.01	5265.03	5860.58	6106.41	6725.69

There are many different methods of counting students. The two primary methods are unduplicated fall headcount and FTES (Full Time Equivalent Students).

FALL 2000 COMPARISON OF STUDENT ENROLLMENT BY RESIDENCY

MSJC district encompasses a large geographical area. The 3.9% of out-of-district students reside primarily in the Riverside and Palomar Community College Districts.

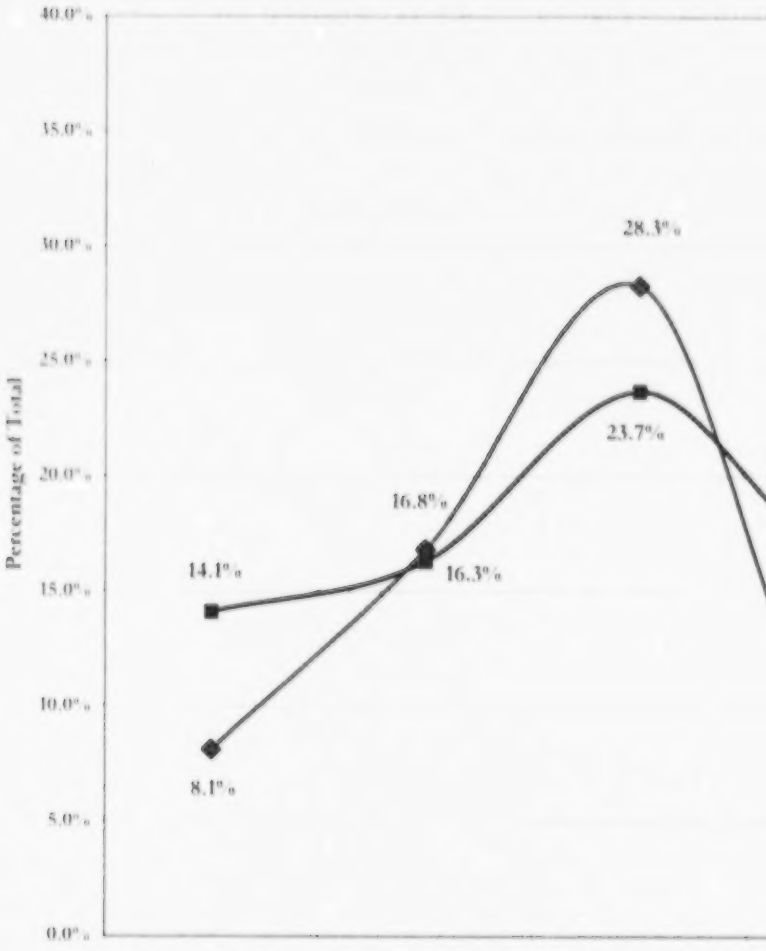


FALL 2000 COMPARISON OF STUDENT ENROLLMENT BY RESIDENCY

	Out of District	Within District
District Percentage	3.9%	96.1%

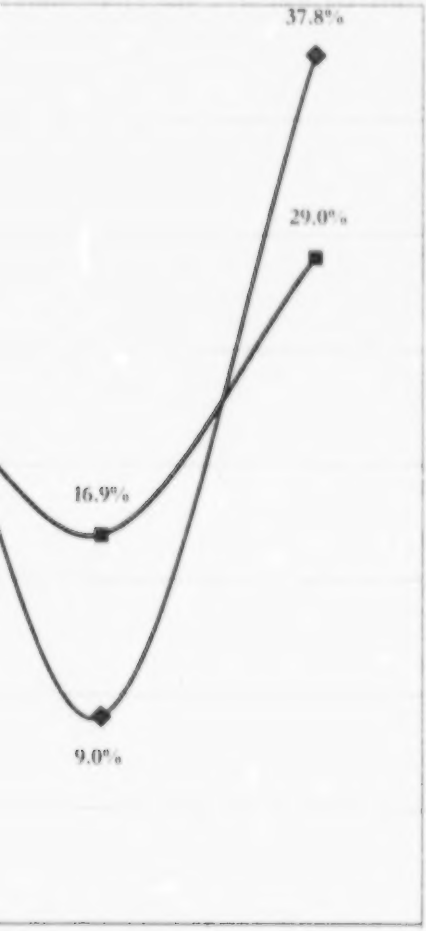
MSJC district encompasses a large geographical area. The 3.9% of out-of district students reside primarily in the Riverside and Palomar Community College Districts.

COMPARISON OF MSJC STUDENT POPULATION
by Trustee Area



MSJC numbers are based on Fall 2000 unduplicated headcount from MIS da

N TO GENERAL POPULATION



This graph indicates the distribution of MSJC students based on their Trustee Area of residence.

The comparison is to the distribution of the district's general population (18 years of age and older) based on Trustee Area of residence.

MSJC Students

Trustee Area Population

ata, population statistics from U.S Census, 2000.

COMPARISON OF MSJC STUDENT POPULATION TO GENERAL POPULATION BY TRUSTEE AREA

	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
MSJC Students	8.1%	16.8%	28.3%	9.0%	37.8%
Trustee Area Population	14.1%	16.3%	23.7%	16.9%	29.0%

MSJC numbers are based on Fall 2000 unduplicated headcount from MIS data; population statistics from U.S. Census, 2000.

This graph indicates the distribution of MSJC students based on their Trustee Area of residence.

The comparison is to the distribution of the district's general population (18 years of age and older) based on Trustee Area of residence.

2000-2001 Duplicated Enrollments By Location

Location	Fall 2000		Spring 2001		Total	
	Number Courses	Number Enrollment	Number Courses	Number Enrollment	Number Courses	Number Enrollment
Banning High School	2	29	3	50	5	79
Beaumont High School	7	112	6	111	13	223
Elsinore High School	1	13	1	11	2	24
Hamilton High School	3	28	3	29	6	57
Hemet High School	1	35	1	21	2	56
Menifee Valley Campus	607	9,788	638	10,622	1,245	20,410
Murrieta Valley High School	2	77	2	62	4	139
Perris High School	0	0	6	133	6	133
RTA Building	1	15	1	24	2	39
San Jacinto Campus	484	7,031	504	8,035	988	15,066
San Jacinto High School	7	112	7	128	14	240
Temecual Center - 1	38	802	42	846	80	1,648
Temecula Center - 2	21	481	27	601	48	1082
Temescal Canyon High School	13	200	17	290	30	490
UC Extension - Temecula	5	52	3	32	8	84
West Valley High School	2	35	2	41	4	76
OTHER	28	386	23	284	51	670
TOTAL	**1,222**	**19,196**	**1,286**	**21,320**	**2,508**	**40,516**

In academic year 2000-2001 , MSJC offered more than 2500 credit-bearing courses to over 40,000 enrollees at 28 locations. Duplicated Enrollments refers to the number of courses taken; for example, one student enrolled in three courses is counted three times.

Disabled Students Profile

Mt. San Jacinto College provides equal opportunities and access to students with physical, visual, hearing, psychological or learning disabilities, acquired brain injuries and developmentally delayed learners, who pursue course work at the college. Disabled Students Program (D.S.P.) assists disabled students in gaining maximum access to college curriculum and programs while attaining their academic, vocational and personal goals.

Student Distribution By Type Of Disability 2000-2001

	Fall 1999	Fall 1999	Spring 2000	Spring 2000	Fall 2000	Fall 2000	Spring 2001	Spring 2001
	#	%	#	%	#	%	#	%
B = Acquired Brain Injury	20	5.9%	19	5.8%	21	5.7%	22	5.6%
D = Developmentally Delayed Learner	14	4.1%	14	4.3%	24	6.5%	22	5.6%
H = Hearing Impaired	19	5.6%	18	5.5%	18	4.9%	10	2.5%
L = Learning Disabled	111	32.7%	122	37.1%	109	29.7%	114	28.9%
M = Mobility Impared	57	16.8%	56	17.0%	69	18.8%	79	20.1%
O = Other Disability	67	19.8%	61	18.5%	64	17.4%	71	18.0%
P = Psychological Disability	38	11.2%	32	9.7%	51	13.9%	65	16.5%
V = Visually Impaired	13	3.8%	7	2.1%	11	3.0%	11	2.8%
Total	339	100.0%	329	100.0%	367	100.0%	394	100.0%

Number And Percentage Of Students With Secondary Disability

	Fall 1999	Fall 1999	Spring 2000	Spring 2000	Fall 2000	Fall 2000	Spring 2001	Spring 2001
	#	%	#	%	#	%	#	%
Students with a Secondary Disability	109	32.2%	111	33.7%	134	36.5%	150	38.1%
Students without a Secondary Disability	230	67.8%	218	66.3%	233	63.5%	244	61.9%
Total	339	100.0%	329	100.0%	367	100.0%	394	100.0%

Extended Opportunity Programs And Services (EOPS)

The Extended Opportunity Programs & Services (E.O.P.S.) was established as a result of Assembly Bill 164 passed by the California Legislature in 1969 to increase the enrollment of educationally disadvantaged and low-income students on community college campuses.

Enrollment Of EOPS Students By Number Of Units

	Fall 1999	Fall 1999	Spring 2000	Spring 2000	Fall 2000	Fall 2000	Spring 2001	Spring 2001
	#	%	#	%	# of Units	%	# of Units	%
9 Units or Less	29	7.5%	34	7.5%	18	3.9%	24	3.9%
10 - 11 Units	10	2.6%	7	1.5%	3	0.6%	4	0.6%
12 - 14 Units	348	89.5%	402	88.9%	441	95.0%	590	95.3%
15 Units or more	2	0.5%	9	2.0%	2	0.4%	1	0.2%
Total	389	100.0%	452	100.0%	464	100.0%	619	100.0%

Who is Eligible?
To be considered for eligibility in E.O.P.S. program a student MUST:

1. Be a resident of California.
2. Be enrolled full-time (12 units) when accepted by the EOPS program.
3. Qualify to receive a Board of Governor's Grant A or B.
4. Be educationally disadvantaged as determined by the EOPS program.
5. Not have completed more than 70 units (or 6 consecutive semesters) of college level course-work.

The following are special services that may be offered to qualified students: Priority registration and assistance, referrals, assessment career planning, personal/vocational/academic counseling, peer advising, tutoring and financial assistance.

Eligibility Comparisons of EOPS Students

	Fall 1999	Fall 1999	Spring 2000	Spring 2000	Fall 2000	Fall 2000	Spring 2001	Spring 2001
	#	%	#	%	#	%	#	%
A = Not Qualified for Enrollment into minimum level English or Math	322	82.8%	384	85.0%	389	83.8%	515	83.2%
B = Did not graduate from high school or obtain GED	32	8.2%	35	7.7%	35	7.5%	30	4.8%
C = High school GPA below 2.5	7	1.8%	7	1.5%	5	1.1%	8	1.3%
D = Previously enrolled in remedial education	11	2.8%	10	2.2%	9	1.9%	18	2.9%
E = Other eligible characteristics/qualities	17	4.4%	16	3.5%	26	5.6%	48	7.8%
Total	389	100.0%	452	100.0%	464	100.0%	619	100.0%

Cooperative Agencies Resources for Education (C.A.R.E.)
Cooperative Agencies Resources for Education (C.A.R.E.) is a service provided through Extended Opportunity Program and Services (E.O.P.S.) to assist single parents receiving Temprary Assistance for Needy Families (T.A.N.F.) to increase their educational skills, become more confident and self sufficient, enhance their employability and move from welfare to independence. C.A.R.E. Functions in cooperation with the Department of Public Social Services, Employment Development Department, and Mt. San Jacinto College. CARE students are eligible for E.O.P.S. services plus special self-esteem counseling sessions, assistance with childcare and a number of other support services.

Number Of EOPS And CARE Students

	Fall 1999	Fall 1999	Spring 2000	Spring 2000	Fall 2000	Fall 2000	Spring 2001	Spring 2001
	#	%	#	%	#	%	#	%
C = CARE Student	107	27.5%	131	29.0%	111	23.9%	121	19.5%
N = Not a CARE Student	282	72.5%	321	71.0%	353	76.1%	498	80.5%
Total	389	100.0%	452	100.0%	464	100.0%	619	100.0%

COMMUNITY EDUCATION

Mt. San Jacinto College's Community Education program provides two types of offerings: Non-credit adult education courses, as well as community service classes and activities.

The primary component of the Community Education Program is non-credit adult education. One objective of adult education in California is to provide citizens of every age and educational level continuing opportunities for lifelong learning. Non-credit courses help to meet this objective by offering subjects approved and funded by the state. Because of the state's financial support, students do not pay a fee to take non-credit courses. English as a Second Language, GED preparation, high school diploma, and classes specially designed for senior adults are some of the courses offered through the non-credit program.

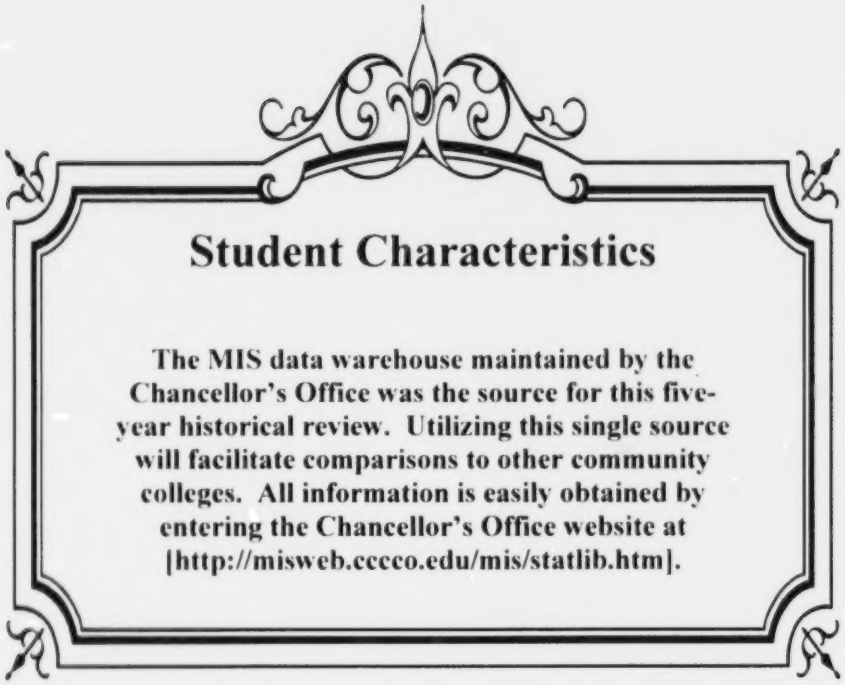
MSJC's community service classes provide opportunities for personal and professional development, skill improvement and upgrading, cultural enrichment and recreational enjoyment and learning. These classes are supported solely by registration fees. The program is not funded by taxpayers' dollars.

College credit is not given for non-credit or community service classes. However, non-credit students do accrue FTES funding at a lower rate than credit students for the College.

Community Education 2000-2001 Number of Courses and Enrollment

Type of Courses	Fall 1999	Fall 1999	Spring 2000	Spring 2000	Fall 2000	Fall 2000	Spring 2001	Spring 2001
	# of Classes	Enrollment	# of Classes	Enrollment	# of Classes	Enrollment	# of Classes	Enrollment
Non-credit	43	1373	42	1176	36	1147	35	1288
Fee-based	258	1329	316	1510	255	1330	309	1654
Total	**301**	**2702**	**358**	**2686**	**291**	**2477**	**344**	**2942**

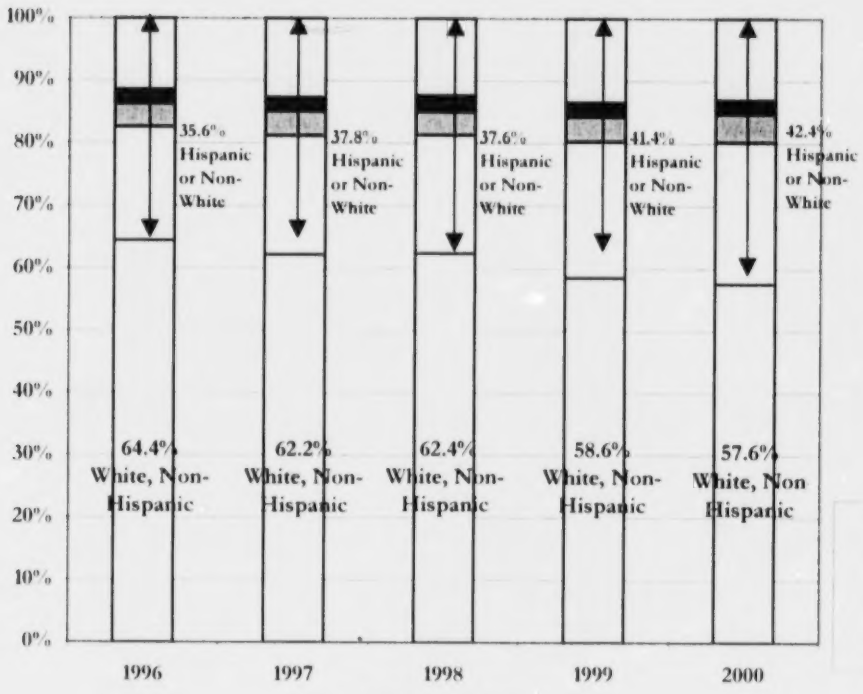
Note: From Fall 2000 to Spring 2001 Community Education increased its enrollment by 8.8% and its course offerings by 14.3%. The Community Education Department is continuing to build its programs and diversify its offerings to meet the needs of the MSJC District.



Student Characteristics

The MIS data warehouse maintained by the Chancellor's Office was the source for this five-year historical review. Utilizing this single source will facilitate comparisons to other community colleges. All information is easily obtained by entering the Chancellor's Office website at [http://misweb.cccco.edu/mis/statlib.htm].

SHIFTING STUDENT ETHNIC DISTRIBUTION

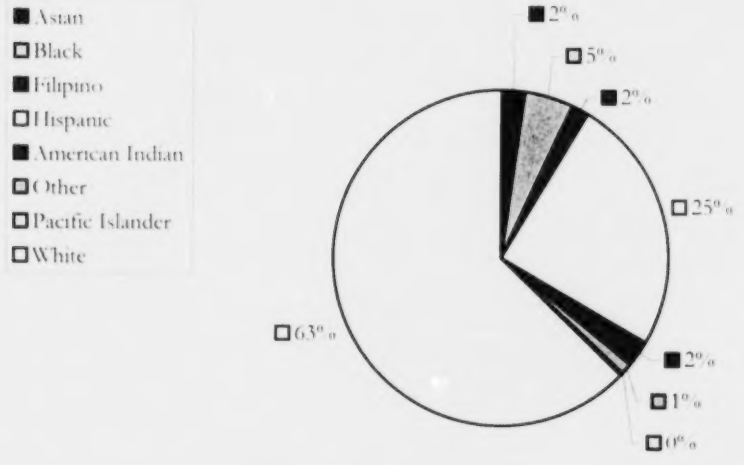


Fall Unduplicated Headcount

Between 1996 and 2000 the percentage of Hispanic students at MSJC grew from 19.3% to 24.6%. The percentage of Hispanic students in community colleges throughout the state as of Fall 2000 was 30%.*

*Students who did not indicate ethnicity were omitted from these calculations.

DISTRIBUTION BY ETHNIC GROUP
Fall 2000



Hispanics make up 19% of the district population, but represent almost 25% of MSJC's student population.

SHIFTING STUDENT ETHNIC DISTRIBUTION

	1996	1997	1998	1999	2000
White	4,563	5,015	5,422	5,726	6,292
Hispanic	1,284	1,524	1,639	2,122	2,471
Black	265	319	327	395	496
American Indian	162	180	225	222	244
Other non-white	808	1,021	1,071	1,312	1,429

Fall Unduplicated Headcount

	1996	1997	1998	1999	2000
White Non-Hispanic	64.4%	62.2%	62.4%	58.6%	57.6%
Hispanic or Non-White	35.6%	37.8%	37.6%	41.4%	42.4%

Between 1996 and 2000 the percentage of Hispanic students at MSJC grew from 19.3% to 24.6%. The percentage of Hispanic students in community colleges throughout the state as of Fall 2000 was 30%.*

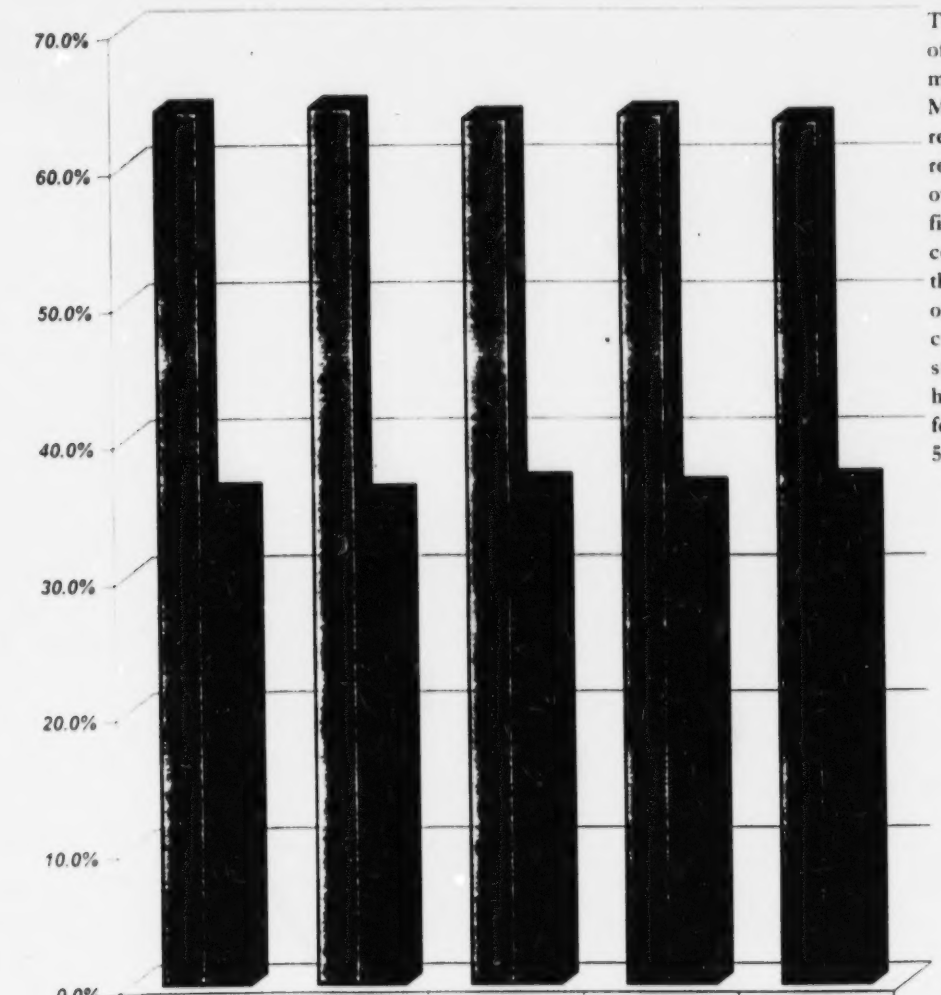
*Students who did not indicate ethnicity were omitted from these calculations.

DISTRIBUTION BY ETHNIC GROUP FALL 2000

Ethnic Group	Asian	Black	Filipino	Hispanic	American Indian	Other	Pacific Islander	White
Count	212	496	160	2,471	244	113	45	6,292
Percentage	2%	5%	2%	25%	2%	1%	0%	63%

Hispanics make up 19% of the district population, but represent almost 25% of MSJC's student population.

Percentage of Enrollment by Gender



	1996	1997	1998	1999	2000
Female	64.0%	64.2%	63.4%	63.8%	63.2%
Male	36.0%	35.8%	36.6%	36.2%	36.8%

The percentage of female and male students at MSJC has remained relatively stable over the past five years. In comparison to the total number of community college students statewide, MSJC has more females, 63% to 56% statewide.*

*Students who did not indicate gender were omitted from these calculations.

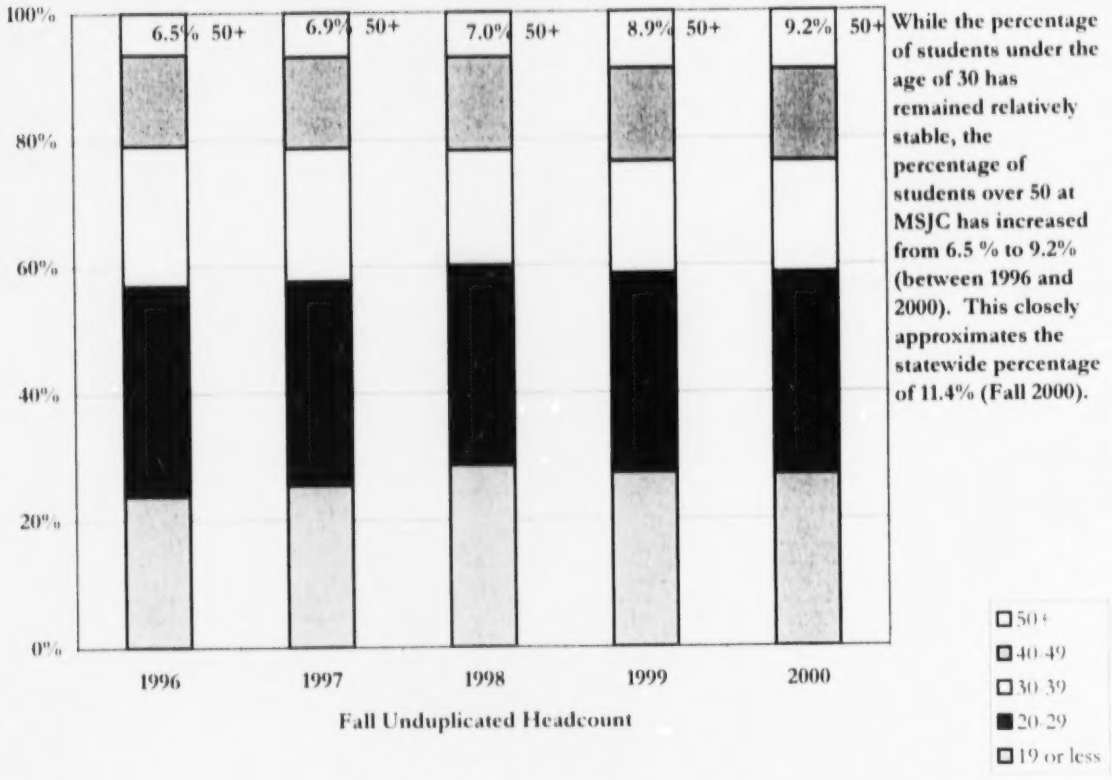
PERCENTAGE OF ENROLLMENT BY GENDER

	1996	1997	1998	1999	2000
Female	64.0%	64.2%	63.4%	63.8%	63.2%
Male	36.0%	35.8%	36.6%	36.2%	36.8%

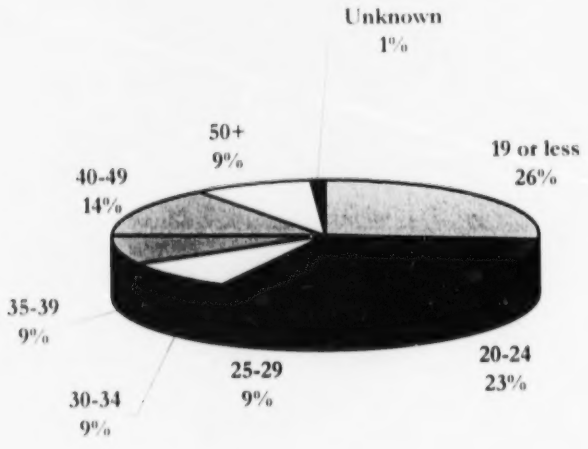
The percentage of female and male students at MSJC has remained relatively stable over the past five years. In comparison to the total number of community college students statewide, MSJC has more females, 63% to 56% statewide.*

*Students who did not indicate gender were omitted from these calculations.

"AGING" STUDENT POPULATION



While the percentage of students under the age of 30 has remained relatively stable, the percentage of students over 50 at MSJC has increased from 6.5 % to 9.2% (between 1996 and 2000). This closely approximates the statewide percentage of 11.4% (Fall 2000).



MSJC is serving a growing number of students age 50 and over. This is the second fastest growing segment of the student population after Hispanics.

"AGING" STUDENT POPULATION

	1996	1997	1998	1999	2000
19 or less	1,690	2,060	2,489	2,665	2,926
20-29	2,348	2,586	2,725	3,049	3,434
30-39	1,564	1,695	1,584	1,721	1,902
40-49	1,020	1,160	1,278	1,423	1,564
50+	460	556	608	868	991

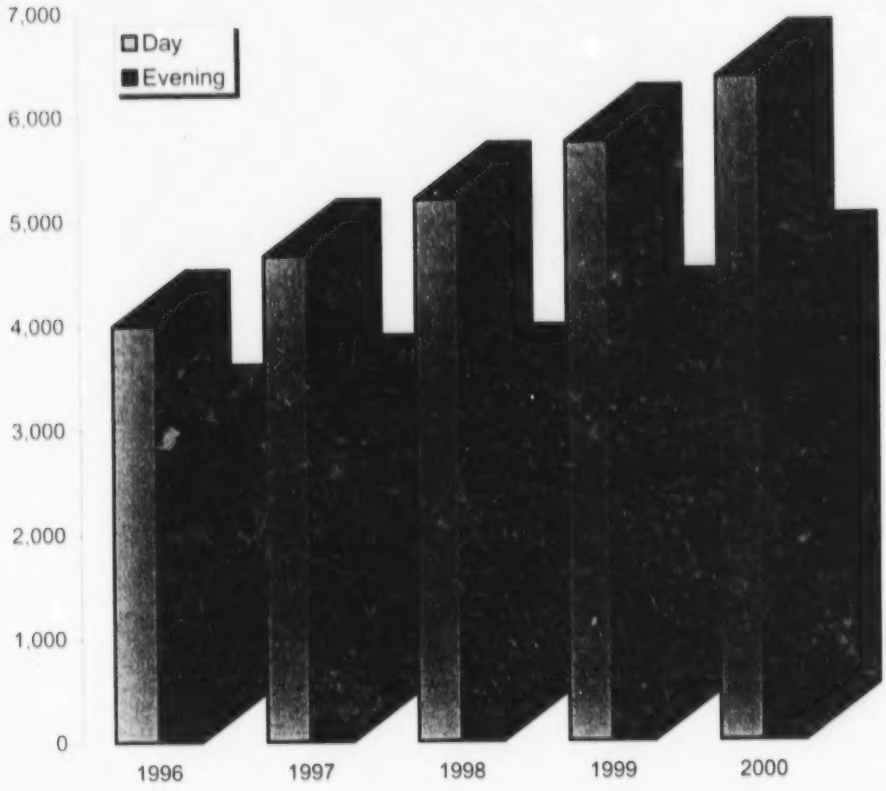
While the percentage of students under the age of 30 has remained relatively stable, the percentage of students over 50 at MSJC has increased from 6.5% to 9.2% (between 1996 and 2000). This closely approximates the statewide percentage of 11.4% (Fall 2000).

Fall 2000

	19 or less	20-24	25-29	30-34	35-39	40-49	50+	Unknown
Age Groups	2,926	2,471	963	959	943	1,564	991	115
Percentage	26%	23%	9%	9%	9%	14%	9%	1%

MSJC is serving a growing number of students age 50 and over. This is the second fastest growing segment of the student population after Hispanics.

Day/Evening Status Fall 2000



Approximately 60% of our students attend classes primarily during the day. This rate has remained relatively stable over the five-year period. This rate is less than the statewide rate of 67.1%.

DAY/EVENING STATUS
FALL 2000

MSJC faculty are in demand for both day and evening classes.

DAY/EVENING STATUS FALL 2000

	1996	1997	1998	1999	2000
Day	3,997	4,665	5,205	5,749	6,364
Evening	3,085	3,364	3,462	3,990	4,509

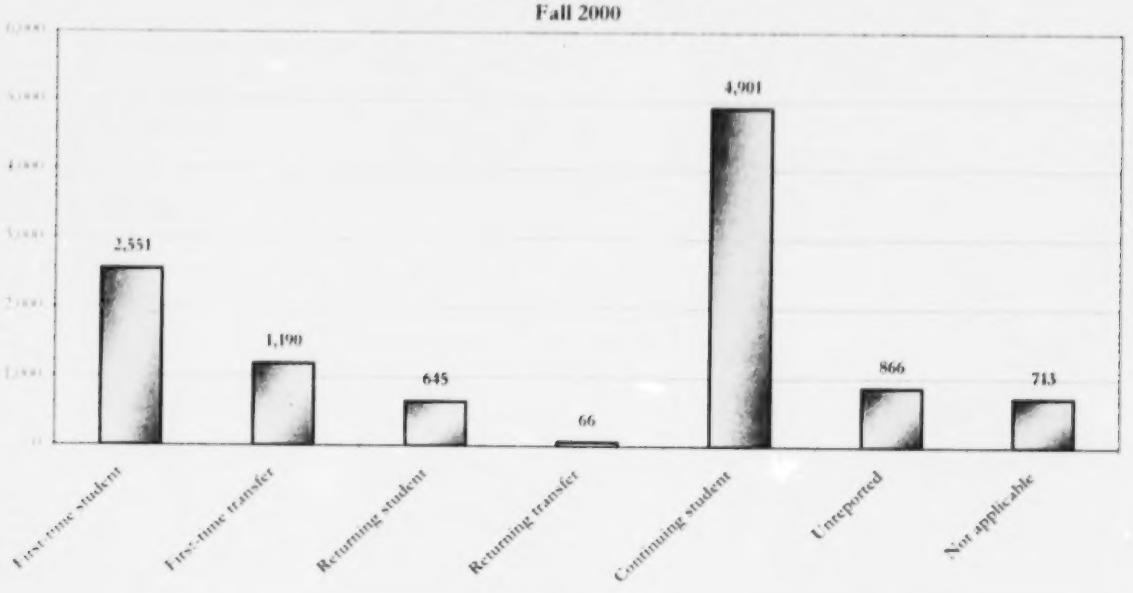
Approximately 60% of our students attend classes primarily during the day. This rate has remained relatively stable over the five-year period. This rate is less than the statewide rate of 67.1%.

DAY/EVENING STATUS FALL 2000

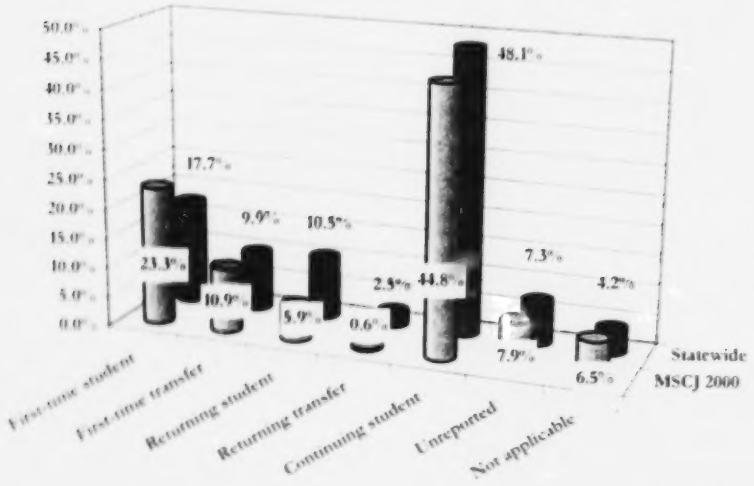
	Day	Evening
Count	6,364	4,509
Percentage	59%	41%

MSJC faculty are in demand for both day and evening classes.

ENROLLMENT STATUS
Fall 2000



ENROLLMENT STATUS COMPARISONS



Fall 2000 Unduplicated Headcount

Definitions:

First-time student -- a student enrolled at any college for the first time after high school.

First-time transfer -- a student enrolled at MSJC for the first time and who transferred from another college.

Returning student -- a student enrolled at MSJC after an absence of one or more regular semesters (without an interim attendance at another college.

Returning transfer -- a student who previously attended MSJC, transferred to another college, and is now enrolled at MSJC.

Continuing student -- a student who is enrolled in the current semester and who was enrolled in the previous regular semester.

Unreported -- a student whose enrollment status is unknown.

Not applicable -- a special admit student currently enrolled in K-12.

Regular semester -- a fall or spring semester.

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ENROLLMENT STATUS FALL 2000

	First-time student	First-time transfer	Returning student	Returing Transfer	Continuing student	Unreported	Not applicable
Enrollment count	2,551	1,190	645	66	4,901	866	713

ENROLLMENT STATUS COMPARISON

	First-time student	First-time transfer	Returning student	Returing Transfer	Continuing student	Unreported	Not applicable
MSJC 2000	23.3%	10.9%	5.9%	0.6%	44.8%	7.9%	6.5%
Statewide	17.7%	9.9%	10.5%	2.5%	48.1%	7.3%	4.2%

Fall 2000 Unduplicated Headcount

Definitions:

First-time student – a student enrolled at any college for the first time after high school.

First-time transfer – a student enrolled at MSJC for the first time and who transferred from another college.

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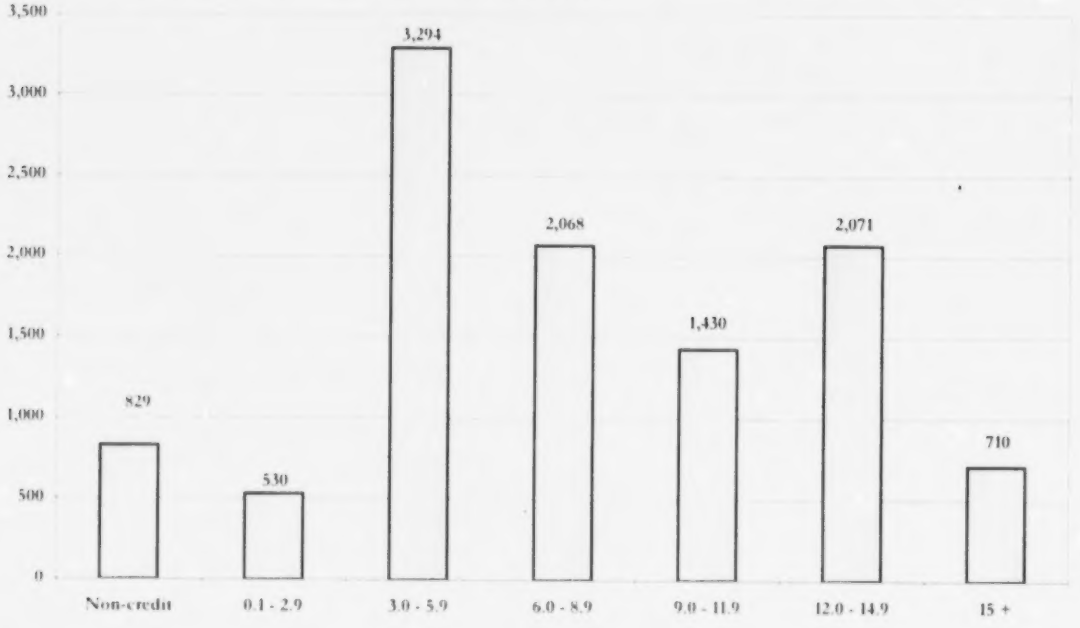
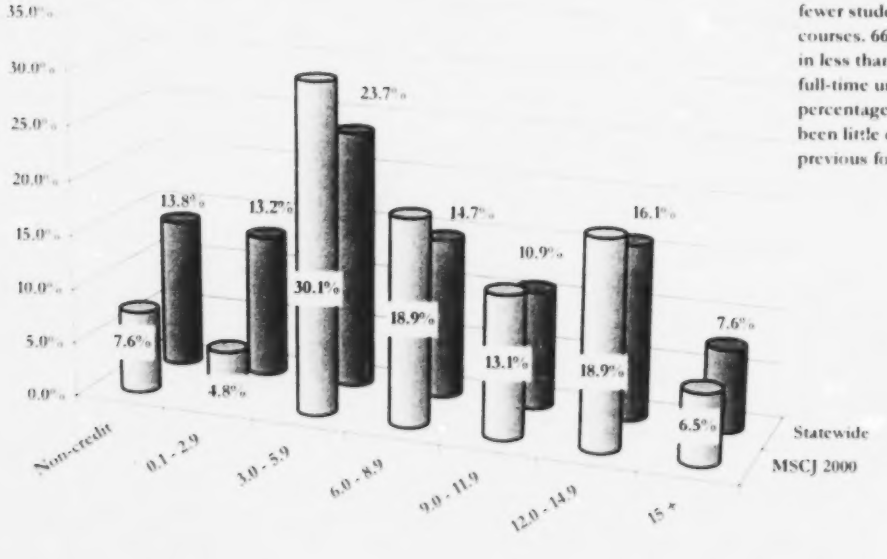
Regular semester – a fall or spring semester.

UNIT LOAD
Fall 2000



UNIT LOAD COMPARISONS
Fall 2000 Unduplicated Headcount



This chart shows the percentage of students in each unit load category. In comparison to the statewide calculations, we have significantly fewer students enrolled in noncredit courses. 66.9% of our students enroll in less than 12 units (considered a full-time unit load). Statewide, that percentage is 62.5%. There has been little change at MSJC over the previous four academic years.

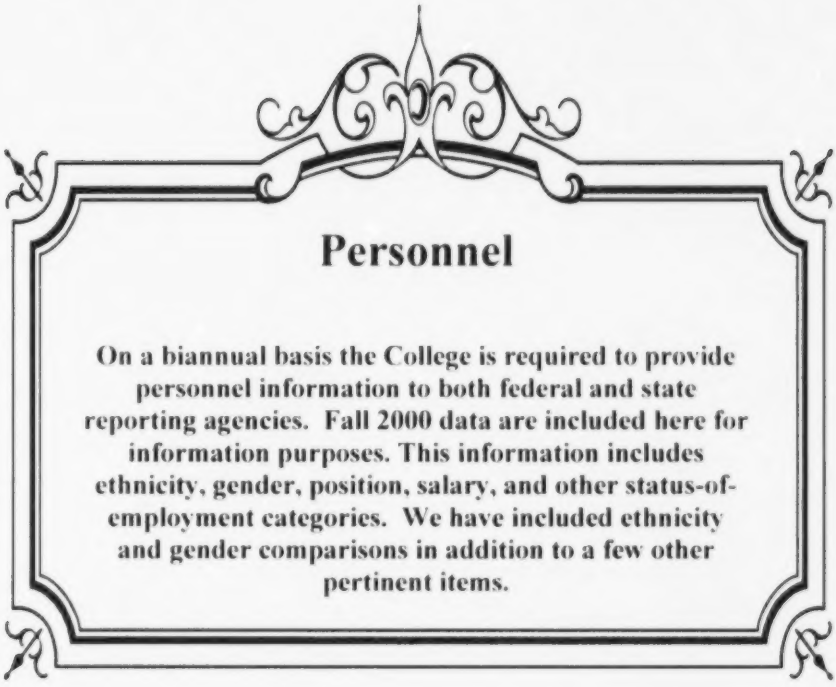
UNIT LOAD FALL 2000

	Non-credit	0.1 - 2.9	3.0 - 5.9	6.0 - 8.9	9.0 - 11.9	12.0 - 14.9	15+
Unit Load	829	530	3,294	2,068	1,430	2,071	710

UNIT LOAD COMPARISON FALL 2000
UNDUPLICATED HEADCOUNT

	Non-credit	0.1 - 2.9	3.0 - 5.9	6.0 - 8.9	9.0 - 11.9	12.0 - 14.9	15+
MSJC 2000	7.6%	4.8%	30.1%	18.9%	13.1%	18.9%	6.5%
Statewide	13.8%	13.2%	23.7%	14.7%	10.9%	16.1%	7.6%

This chart shows the percentage of students in each unit load category. In comparison to the statewide calculations, we have significantly fewer students enrolled in noncredit courses. 66.9% of our students enroll in less than 12 units (considered a full-time unit load). Statewide, that percentage is 62.5%. There has been little change at MSJC over the previous four academic years.

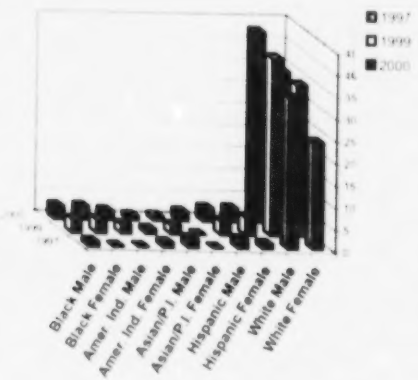


Personnel

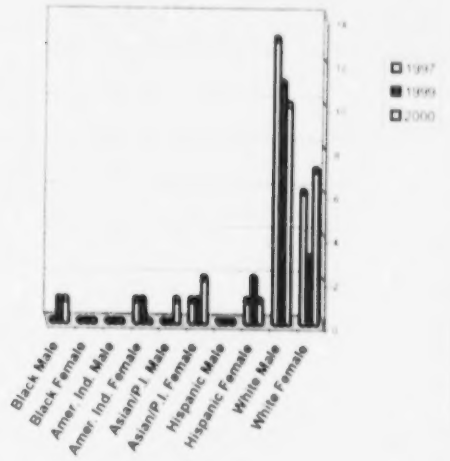
On a biannual basis the College is required to provide personnel information to both federal and state reporting agencies. Fall 2000 data are included here for information purposes. This information includes ethnicity, gender, position, salary, and other status-of-employment categories. We have included ethnicity and gender comparisons in addition to a few other pertinent items.

Full-Time Employees By Ethnicity & Gender

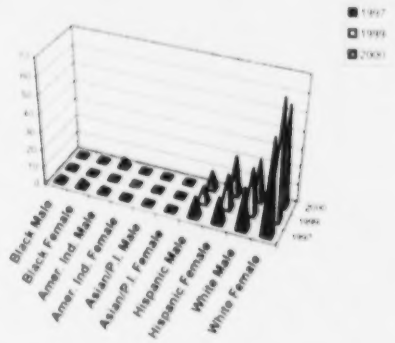
Full-Time Faculty by Ethnicity & Gender
1997-2000



Full-Time Executive/Administrative & Managerial By Ethnicity & Gender



Full-Time Professional (non-faculty), Technical, Paraprofessional, Clerical, Skilled Crafts & Maintenance By Ethnicity & Gender



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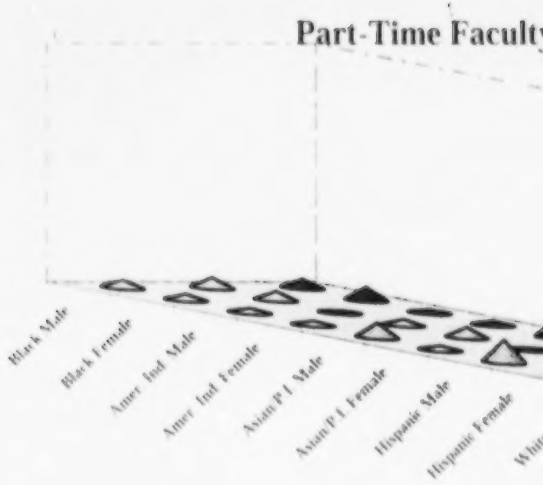
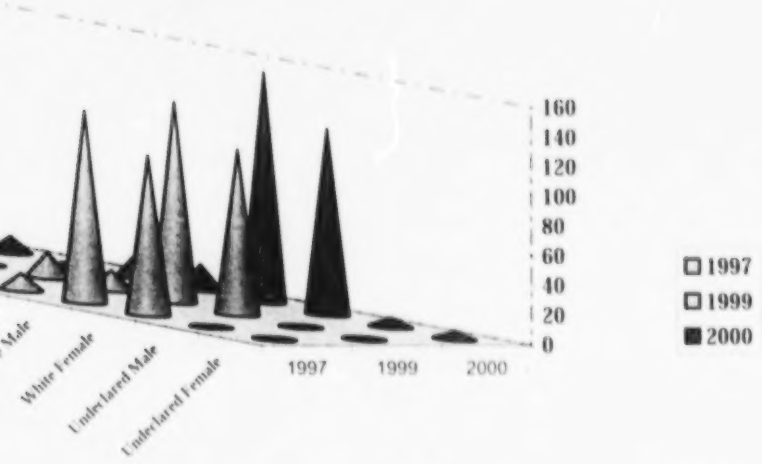
Total Distribution Of Full-Time Employees By Ethnicity & Gender

Ethnicity	Men 1997		Women 1997		Total 1997		Men 1999		Women 1999		Total 1999		Men 2000		Women 2000		Total 2000	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian	3	3.2%	3	2.8%	6	3.0%	4	4.0%	3	2.2%	7	2.9%	7	6.8%	1	0.7%	8	3.4%
Asian/Pacific Islander	3	3.2%	1	0.9%	4	2.0%	3	3.0%	2	1.5%	5	2.1%	2	1.9%	4	3.0%	6	2.5%
Black	4	4.3%	4	3.7%	8	4.0%	5	5.0%	4	2.9%	9	3.8%	5	4.9%	6	4.5%	11	4.6%
Hispanic	13	14.0%	16	15.0%	29	14.5%	12	11.9%	25	18.2%	37	15.5%	14	13.6%	27	20.1%	41	17.3%
White	70	75.3%	83	77.6%	153	76.5%	77	76.2%	103	75.2%	180	75.6%	75	72.8%	96	71.6%	171	72.2%
Total	93	100.0%	107	100.0%	200	100.0%	101	100.0%	137	100.0%	238	100.0%	103	100.0%	134	100.0%	237	100.0%


Part-Time Faculty
Black Male
Black Female
Amer Ind Male
Amer Ind Female
Asian PI Male
Asian PI Female
Hispanic Male
Hispanic Female

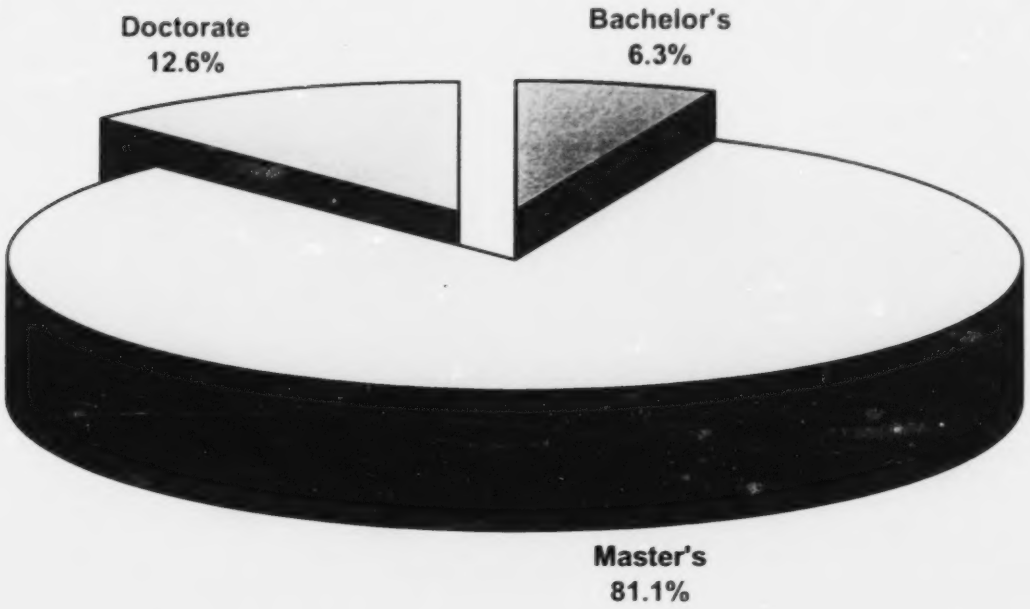
y By Ethnicity & Gender



Total Distribution Of Part-Time Faculty By Ethnicity & Gender

Ethnicity	Men 1997		Women 1997		Total 1997		Men 1999		Women 1999		Total 1999		Men 2000		Women 2000		Total 2000	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
American Indian	3	1.9%	3	2.3%	6	2.1%	0	0.0%	4	3.0%	4	1.3%	2	1.0%	3	1.9%	5	1.4%
Asian/Pacific Islander	10	6.2%	3	2.3%	13	4.5%	7	4.2%	1	0.7%	8	2.7%	11	5.6%	2	1.2%	13	3.6%
Black	5	3.1%	4	3.1%	9	3.1%	7	4.2%	6	4.4%	13	4.3%	6	3.0%	9	5.6%	15	4.2%
Hispanic	15	9.3%	11	8.6%	26	9.0%	17	10.2%	13	9.6%	30	10.0%	17	8.6%	17	10.6%	34	9.5%
White	129	79.6%	107	83.6%	236	81.4%	135	81.3%	111	82.2%	246	81.7%	155	78.7%	125	77.6%	280	78.2%
Undeclared	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	3.0%	5	3.1%	11	3.1%
Total	162	100.0%	128	100.0%	290	100.0%	166	100.0%	135	100.0%	301	100.0%	197	100.0%	161	100.0%	358	96.9%

Percent of Fall 2000 Full-time Faculty by Degree Type



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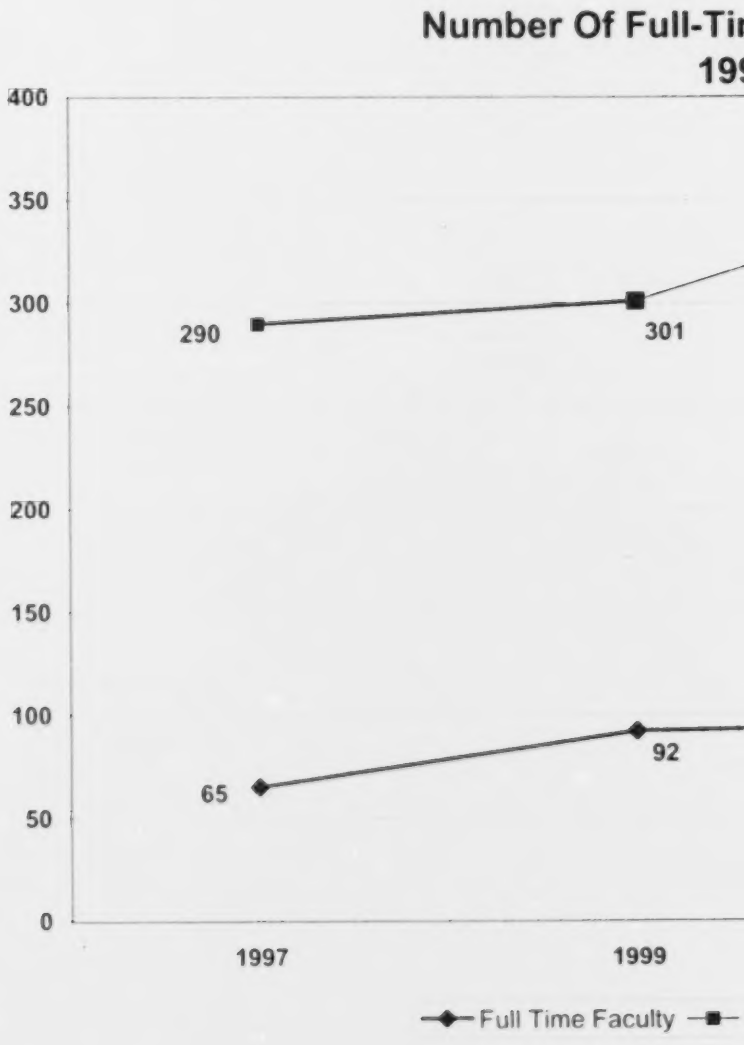
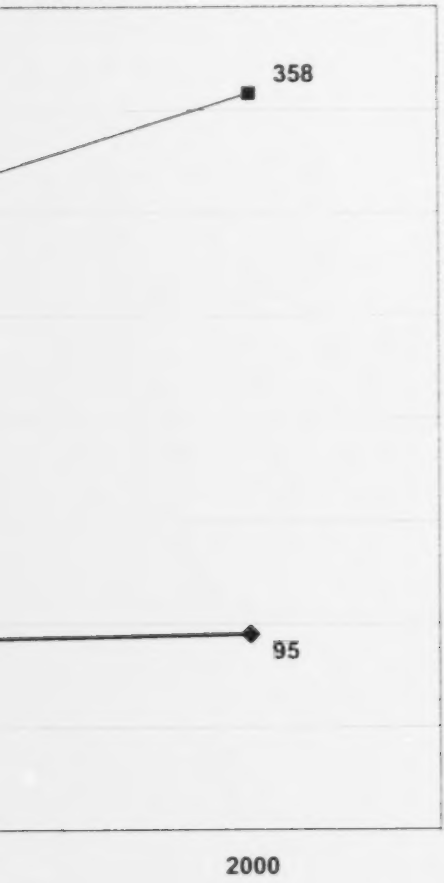
PERCENT OF FALL 2000 FULL-TIME FACULTY BY DEGREE TYPE

	Bachelor's	Master's	Doctorate
Percentage	6.3%	81.1%	12.6%


Number Of Full-Ti
199
400
350
300
250
200
150
100
50
0
290
301
65
92
1997
1999
Full Time Faculty

ne & Part-Time Faculty
7-2000

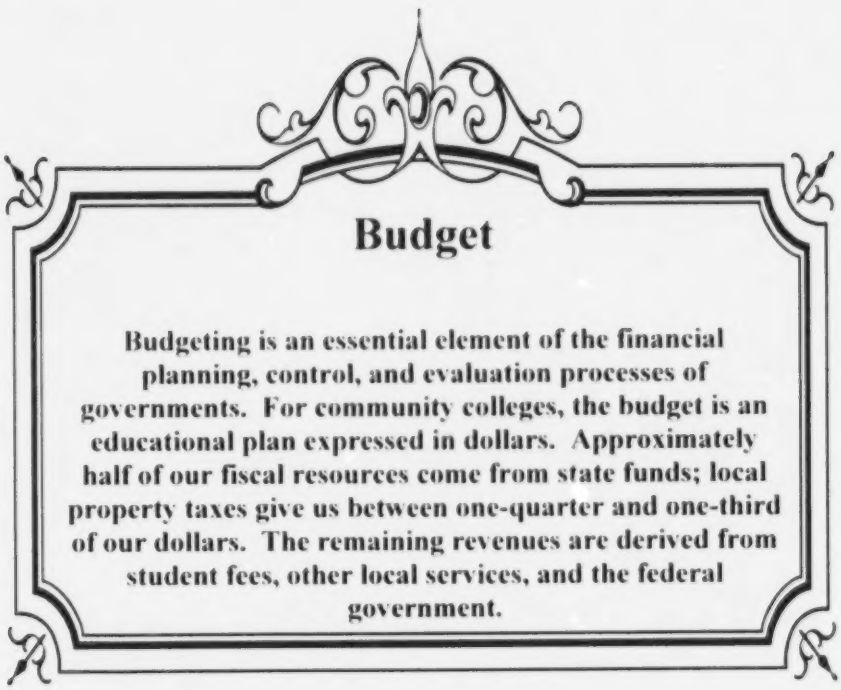


There was a 46% increase in the number of full-time faculty from 1997 to 2000. While the number of part-time faculty has also increased, the number of courses taught per semester by each has actually decreased.

NUMBER OF FULL-TIME & PART-TIME FACULTY
1997-2000

	1997	1999	2000
Full Time Faculty	65	92	95
Part Time Faculty	290	301	358

There was a 46% increase in the number of full time faculty from 1997 to 2000. While the number of part time faculty has also increased, the number of courses taught per semester by each has actually decreased.



Budget

Budgeting is an essential element of the financial planning, control, and evaluation processes of governments. For community colleges, the budget is an educational plan expressed in dollars. Approximately half of our fiscal resources come from state funds; local property taxes give us between one-quarter and one-third of our dollars. The remaining revenues are derived from student fees, other local services, and the federal government.

OFFICE OF THE SUPERINTENDENT/PRESIDENT

MEMORANDUM

TO: Board of Trustees

FROM: Richard Giese

SUBJECT: 2001-2002 Tentative Budget Message

DATE: June 28, 2001

The economic growth in the state of California slowed during fiscal year 2000-2001 due to volatility in the financial markets, the energy shortage, increased cost of fuel and rising unemployment. Collectively these issues have had direct impact on projected state revenues for fiscal year 2001-2002. Although education and the California Community Colleges remains a priority in the Governor's budget, the uncertainty in system-wide funding reinforces the need for conservative tentative budget recommendations.

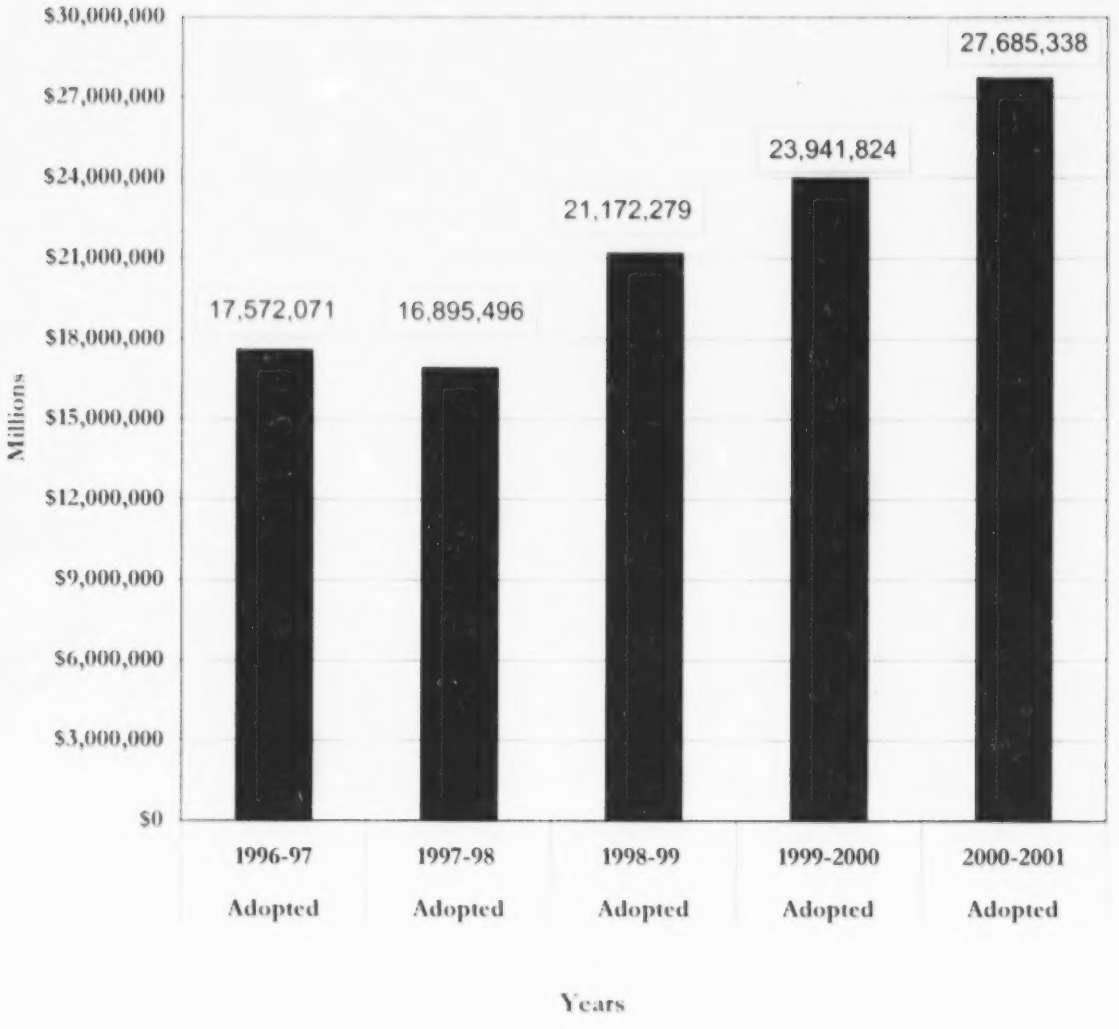
The 2001-2002 Tentative Budget recommended for adoption is balanced and reflects projected increases in expenditures for energy, insurance and modest inflation. A general fund contingency of $300,000 and a Board of Trustees reserve of $1,500,000 combine for a total reserve and contingency of $1,800,000. This represents 6.04% of the $28.3 million general fund. Current plan for the general fund contingency and reserve is 5% for the Adopted Budget in September. An additional $300,000 reserve has been budgeted in the Capital Outlay fund for property acquisition.

The Tentative Budget is based on a conservative FTES base of 6,450 and an additional 171 FTES of funded growth for a combined revenue limit of 6,621 FTES. The budget target will be 6,700 FTES. A 3.87% COLA has been included in the budget. Increased funding for growth and Partnership for Excellence have not been included.

The 2001-2002 Adopted Budget will be recommended for adoption in September when the ending balance will be determined and a state budget will be available.

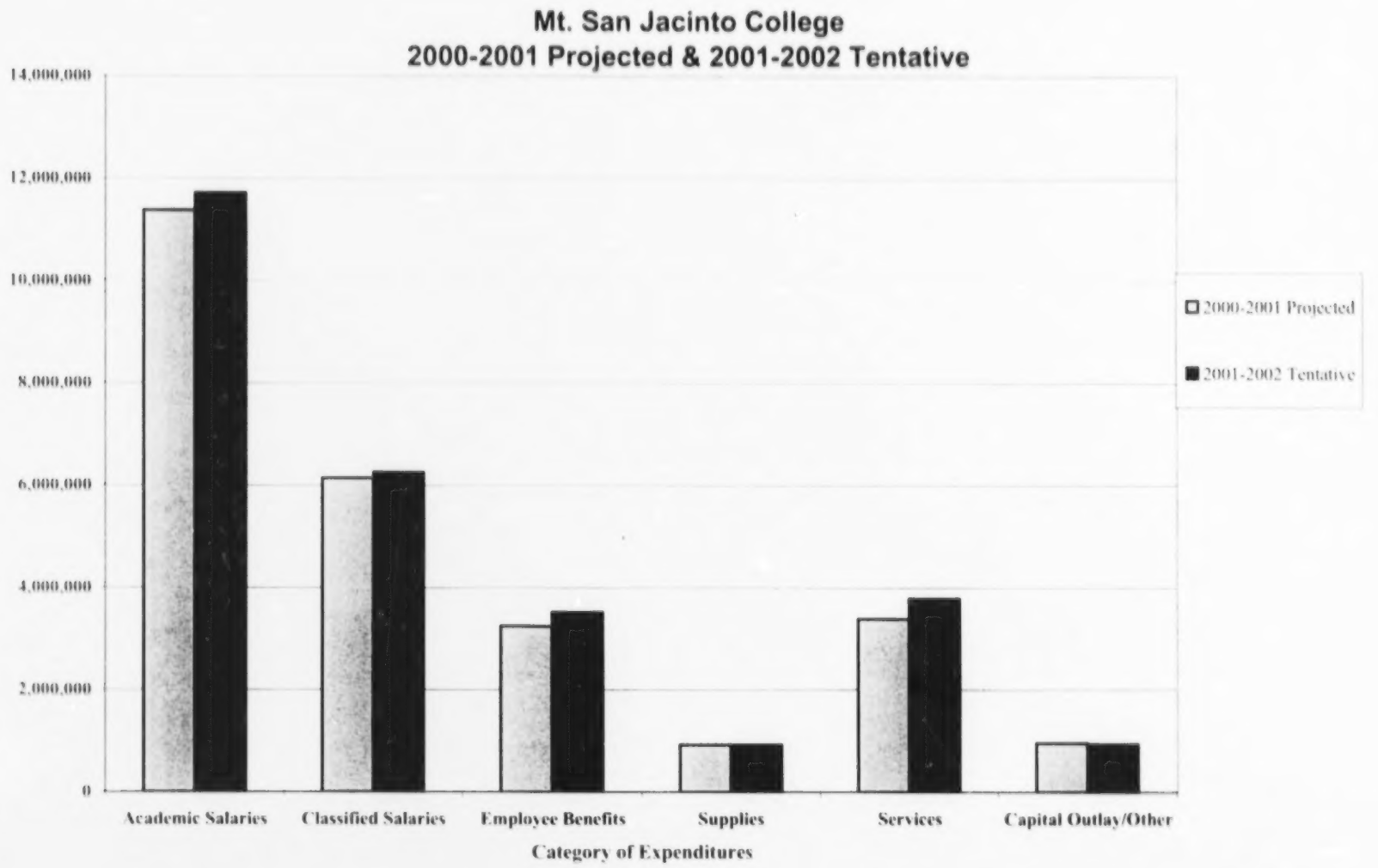
Mt. San Jacinto College

General Fund



MT. SAN JACINTO COLLEGE
GENERAL FUND

	1996-97 Adopted	1997-98 Adopted	1998-99 Adopted	1999-00 Adopted	2000-01 Adopted
Funds	$17,572,071	$16,895,496	$21,172,279	$23,941,824	$27,685,338

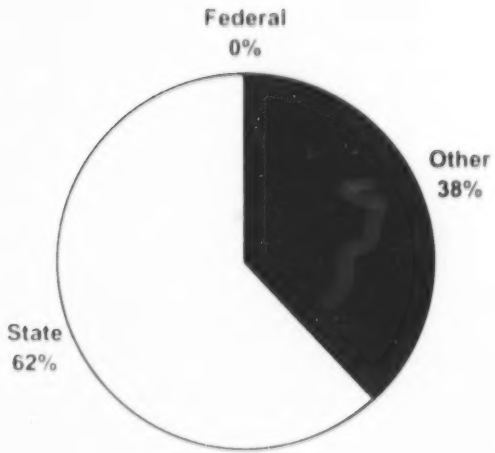

Mt. San Jacinto College
2000-2001 Projected & 2001-2002 Tentative
14,000,000
12,000,000
10,000,000
8,000,000
6,000,000
4,000,000
2,000,000
0
2000-2001 Projected
2001-2002 Tentative
Academic Salaries
Classified Salaries
Employee Benefits
Supplies
Services
Capital Outlay/Other
Category of Expenditures

MT. SAN JACINTO COLLEGE
2000-2001 PROJECTED & 2001-2002 TENTATIVE

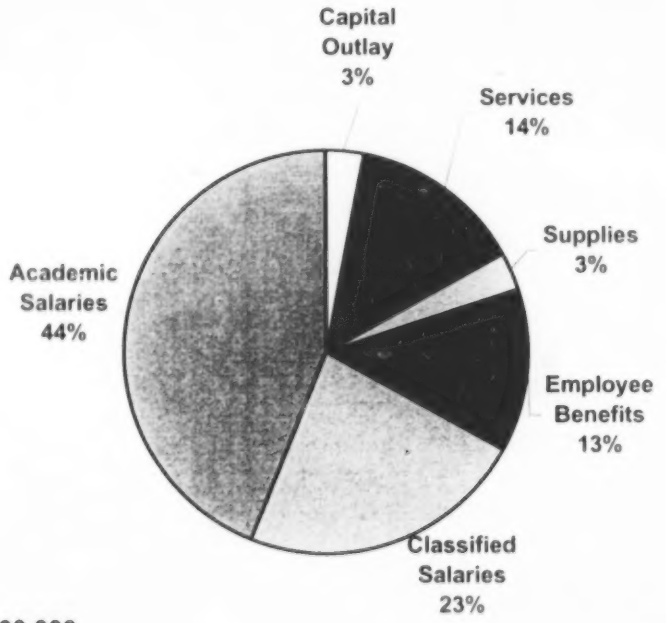
	Academic Salaries	Classified Salaries	Employee Benefits	Supplies	Services	Capital Outlay/Other
2000-2001 Projected	$ 11,375,697	$ 6,135,909	$ 3,241,922	$ 925,729	$ 3,385,797	$ 957,750
2001-2002 Tentative	$ 11,719,840	$ 6,256,000	$ 3,512,000	$ 925,159	$ 3,778,952	$ 930,000

Mt. San Jacinto College
2001-2002 Tentative Budget Recommendation

INCOME TOTAL $28,681,521



EXPENDITURE TOTAL $27,181,521



2001-2002

General Fund Reserve	$ 300,000
Board Special Reserve	$1,500,000
Total	$1,800,000

MT. SAN JACINTO COLLEGE
2001-2002 TENTATIVE BUDGET RECOMMENDATION

	Federal	State	Other
Percentage	0%	62%	38%

Income Total $28,681,521

	Capital Outlay	Services	Supplies	Employee Benefits	Classified Salaries	Academic Salaries
Percentage	3%	14%	3%	13%	23%	44%

Expenditure Total $27,181,521

	2001-2002
General Fund Reserve	$ 300,000
Board Specia Reserve	$ 1,500,000
Total	$ 1,800,000

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